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ABSTRACT

The National Association of Social Workers (NASW), as the collective expression of some 78,000 professional social workers, is responsibile for practice advancement, standards-setting and utilization, and the improvement of social service policies and programs. The development of Standards for Social Work Services in Schools is one significant component of the spectrum of activities to advance the mission of education through social work services. These Standards are the product of several years of investigation and direct involvement of school social work practitioners, social work consultants in State Departments of Education and social work educators. Organized into three sections, the Standards delineate: (1) the values, knowledge and skill that form the competence for school social work practice; (2) the social work profession's expectations of the administrative environment of the school; and (3) the professional responsibility of the School Social Worker. The next objective for the social work profession is to obtain the full acceptance and implementation of the standards in all school systems of the 50 states. (Author)

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NASW policy statement 7.

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NASW standards for social work services in schools

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Prepared by the NASW Task Force on Social Work Services in Schools, and its successor Committee on Social Work Services in Schools.

Approved by the Board of Directors, National Association of Social Workers, at its meeting on January 20, 1978.

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INTRODUCTION

The social institution of education in the United States has been the arena for conflicts between many gladiators who wield their values as weapons. These ideological struggles emanate from the broader social changes of a post-industrial society. At the same time, the natural struggles that contribute to the growth and development of future citizens, and are inherent in the educational process, are underway.

Within that melange of external and internal transactions, the social work profession has made increasingly important contributions toward helping students and their families, educators, public officials, and concerned citizens. Since 1907, when school social work services began in New York City, Boston and Hartford, social workers have furthered the mandate on schools to prepare young people to meet the requirements of adult roles—in occupational training, character and emotional development, and preparation for responsible citizenship. Much of what social workers do requires remedial, developmental, and crisis resolution work with individual, group and community problems that stem from the external and internal conflicts of the educational system.

The National Association of Social Workers (NASW), as the collective expression of some 78,000 professional social workers, is responsible for practice advancement, standards-setting and utilization, and the improvement

of social service policies and programs. The development of Standards for Social Work Services in Schools is one significant component of the spectrum of activities to advance the mission of education through social work services.

These Standards are the product of several years of investigation and direct involvement of school social work practitioners, social work consultants in State Departments of Education and social work educators. Organized into three sections, the Standards delineate:

1) the values, knowledge and skill that form the competence for school social work practice;
2) the social work profession's expectations of the administrative environment of the school;
3) the professional responsibility of the School Social Worker.

The next objective for the social work profession is to obtain the full acceptance and implementation of the Standards in all school systems of the 50 states.

Chauncey A. Alexander, ACSW
Executive Director, NASW

April, 1978

SOCIAL WORK SERVICES IN SCHOOLS
STANDARDS FOR PRACTICE

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I. STANDARDS FOR ATTAINMENT OF COMPETENCE

Any set of standards for social work practice must be based on some common understanding of "competence." For purposes of this document, competence is defined as a synthesis of professional behaviors that integrates *knowledge*, *values*, and *skills* in the actual performance of school social work tasks and duties.

STANDARD 1: School Social Workers Shall Possess Knowledge and Understanding Basic to the Social Work Profession and Specialized Knowledge and Understanding of the Public School System and the Process of Education.

Areas of required knowledge are outlined below:

A. Human behavior and social environment, including a variety of theoretical perspectives. More specifically, knowledge in this area includes an understanding of the rudiments of:
   1. psychodynamic approaches to understanding individual and group behavior, including cultural, racial and ethnic diversity;
   2. social learning theories;
   3. biological factors affecting growth and behavior;
   4. theories of social interaction, e.g., symbolic interaction, role theory, labeling, cognitive dissonance, reference group, and others;
   5. the special needs of handicapped children.

B. The nature of systematic investigation and its essential function in the professional practice of social work. More specifically, knowledge in this area includes an understanding of:
   1. the basic characteristics of scientific investigation and the requirements of research design;
   2. the need for and use of scholarly literature and research;
   3. the concept of accountability;
   4. methods of gathering data and making inferences from data for purposes of assessment and planning of interventive actions;
   5. the nature of performance objectives and measurable outcomes and the means to assess the effects of intervention actions.

C. Methods of social work intervention. More specifically, knowledge in this area includes an understanding of:

1. various constellations of principles that can be followed in practice, whether that practice is traditional or innovative;
2. the basic methods of social work intervention, i.e., casework, group work, community organization, and how these can be integrated into an eclectic approach to school social work;
3. a rational base for choice of method and techniques to obtain desired goals;
4. the dynamic interaction of knowledge, feelings, attitudes, and behaviors between two or more people that is encompassed in the term "relationship" and the purposeful and professional aspects of social workers' use of relationship.

D. The organization and structure of the practice setting, i.e., the public school, the homes and neighborhoods of pupils, and the community. This requirement implies some comprehension of systems theory and theories of organizational functioning, an understanding of the characteristics and reciprocal influences in school-community-pupil relations, and a broad view of public policy issues and social work concerns in relation to public education. More specifically, knowledge in this area includes:

1. a historical perspective of the purposes of public school education, attempts that have been made to reform public school education, and the characteristics of children whom the schools have been expected to serve;
2. the nature and scope of school board authority;
3. problems and policy issues in school financing;
4. the politics of school-community relations in shaping educational policy and the effects of different types of school-community power structures;
5. basic education legislation and sociolegal issues affecting equality of educational opportunity;
6. the curriculum and approaches to teaching and learning used within the school(s) in which the social worker is employed;

7. understanding of subcultures within a school;
8. roles and areas of competence among various pupil specialist;
9. the process of professional team work, a team's core membership, changing membership, and approaches to varying problems;
10. typical and alternative organizational structures and functions, and lines of authority in schools and community.

STANDARD 2: School Social Workers Shall Attain a High Degree of Self-Awareness, Professional Discipline, and Selfmanagement. Characteristics that are Contingent upon an Acceptance of Professional Values and a Development of Professional Qualities.

The required characteristics are outlined below.

1. commitment to human service for the welfare of people and a commitment to the pupils, parents, school personnel, and communities that make up the client system of social workers in schools;
2. commitment to the values and ethics of the social work profession, e.g., those pertaining to basic human rights, the worth and potential of individuals, and the validity of socially provided opportunities and enhancement of social functioning through professional services;
3. willingness to accept some degree of personal and professional risk, to act upon professional convictions that are supported by experience and mature judgement in controversies about social and professional issues, and to maintain a resilience in challenging situations;
4. recognition of change as an outstanding and constant characteristic of a profession, especially the profession of social work, and internalized readiness to continuously scrutinize practice patterns in the light of new knowledge and client needs and to alter methods and policy to facilitate more effective service delivery.

STANDARD 3: School Social Workers Shall Acquire and Extend Skills That are Appropriate to the Needs of Pupils, Parents, School Personnel, and Community.

These skills include, but are not restricted to, the following:

1. skill in interviewing and other forms of oral and written communication with all persons in the client system;
2. skill in establishing and maintaining purposeful relationships with persons in the client system;
3. skill in systematic observation and assessment of needs and characteristics of pupils, parents, school system, neighborhood, and community, and in evaluation of the effects of the interaction of these characteristics with pupil characteristics;
4. skill in collecting appropriate information to document aspects of the biological, psychological, cultural, sociological, emotional, legal, and environmental factors that affect the learning process of school pupils;
5. skill in assessing the influences operating in school-community-pupil-parent relations and in interpreting them to persons who can help bring about appropriate change;
6. skill in determining and applying the most appropriate methods and techniques of social work intervention to enhance learning opportunities for pupils;
7. skill in advocacy in relation to the needs of an individual pupil or parent or a group of pupils or parents;
8. skill in effective collaboration with pupil service team members, including sharing knowledge and skills, carrying out assigned tasks, acting responsibly in relation to the requirement of team accountability, supporting the contributions of others, and providing team leadership in those problem situations where a particular team member's leadership ability is most appropriate;
9. skill in consultation with persons in the client system in order to clarify situations, give or receive information, monitor progress in an intervention plan, or mediate among points of view;

10. skill in maintaining an effective liaison between pupils' homes and school;
11. skill in effectively implementing referrals to resources within the school system or the community;
12. skill in collaborating with community agencies to solve specific problem situations or to develop new resources for pupils and their parents;
13. skill in identifying and developing resources within and outside a school system;
14. skill in coordinating the interdisciplinary efforts of various professionals who can contribute to an effective intervention;
15. skill in curriculum development in areas of social work expertise, e.g., mental health, use of relationships, use of community resources, dynamics of family life;
16. skill in recognizing areas of needed research for developing new programs;
17. skill in analyzing and influencing policy at local, county, state and national levels;
18. skill in administering a work load, including the efficient determination of priorities and allocations of time for various tasks;
19. skill in the assessment of the effectiveness of one's interventions;
20. skill in collaborating with team members and the social work staff in order to (a) set appropriate performance objectives and measurable outcomes; (b) assess the actual outcomes of a service plan; and (c) interpret the effectiveness of social work services to school administrators and other appropriate persons.

II. STANDARDS FOR ORGANIZATION AND ADMINISTRATION

Experience indicates that clearly stated and firmly held professional positions often bring change. Clarity and conviction about the principles and standards embodied in this document, accompanied by assertive implementation by social workers in schools, can have considerable impact on the way in which school systems provide for and offer social work services.

STANDARD 4: Social Work Services in School Shall be Provided by Social Work Staff Who are Employees of the School System and Shall be Planned and Integrated Within an Appropriate Unit of the School.

As school professional employees, social workers are in a position to establish close and effective relationships with other school personnel, to assess and influence the learning environment, and to become knowledgeable about the interaction of school, community and pupil characteristics. In addition, as staff members of the school system they are more readily accessible to pupil specialist teams and to pupils and parents, and are perceived in the community as an integral part of the school.

STANDARD 5: Social Workers in Schools Shall be Designated as "School Social Workers."

"Social worker" as a job title correctly identifies that person with respect to educational background, profession and function. Although the title "visiting teacher" is an old and respected one with its roots in the very beginning of school social work services, it no longer reflects the professional education nor the tasks of a social worker functioning in a school setting. Other titles, such as "attendance officer," "pupil personnel worker," "home and school visitor," or "home-school coordinator" also project incomplete or misleading notions of the school social worker's qualifications and functions.

STANDARD 6: A Given State's Department of Education Certification (Approval) Requirements for

School Social Workers Shall Reflect a Primary Reliance on Educational Qualifications Obtained in a Program of Social Work Education Accredited by the Council on Social Work Education (CSWE).

It is important that certification requirements for pupil specialists rely upon requirements for practice that have been set and accepted by that specialist's particular profession. Accepting the educational qualifications of an individual coming from an educational program that has been accredited by CSWE provides reasonable assurance that professional qualifications for entry into the practice of social work have been attained.

STANDARD 7: **The Administrative Structure Established by the School Superintendent (or Designee) Shall Show a Clear Line of Accountability for the Social Worker, Yet Allow Maximum Opportunity for Consultation both Vertically and Laterally Within the School System and the Community.**

A clear understanding with school administrators as to their expectations for social work staff accountability is essential to the social work function. It serves not only as a channel for accountability, but also as a means of interpreting the social work program. It is important that the table of organization does not cut off the ability of social workers to communicate freely, to seek needed information from a variety of persons in the school and community, and to propose and develop new service approaches.

STANDARD 8: **The Administrative Structure Established by the School Superintendent (or Designee) Shall Provide for Professional Social Work Supervision* of Beginning School Social Workers and for Appropriate Forms of Peer Supervision and/or Consultation for Experienced Social Workers with Demonstrated Competence.**

The preferred academic degree for entry into school social work is the Master of Social Work. Social workers whose highest degree is the Bachelor of Social Work (B.S.W.) and inexperienced M.S.W. social workers need and are entitled to appropriate forms of professional, on-going supervision from members of the social work

profession. Special provisions are indicated for inexperienced school social workers in certain areas where one or a few such social workers serve an entire school district. School administrators will need to provide these new professionals with opportunities for direct supervision by a master's degree social worker in the community or region (perhaps in an adjoining school district) or for frequent consultation with other professional social workers in the area. State associations of school social workers often can be helpful in locating sources of supervision and consultation.

*See Standards for Social Service Manpower, NASW Policy Statement 4, 1973.

STANDARD 9: When the School Social Work Staff Includes Some Persons Whose Highest Degree is Bachelor of Social Work and Others Who Hold the Master of Social Work Degree, Tasks Shall be Assigned Differentially in a Manner that Takes into Account Different Levels of Education and Demonstrated Competence.

As tasks and levels of competence become fully explicated for the two degrees in the various practice settings of social work, meeting this standard will require individualization of staff members. In arriving at differential staff assignments both B.S.W. and M.S.W. staff members shall be given the opportunity to use and extend their highest level of competence. Care must be taken that expectations and assignments do not become fixed in ways that inhibit the optimal performance of individual staff members. Social work competencies that derive from each of the practice degrees are valuable resources that must be used to their fullest.

STANDARD 10: A Social Worker Shall Conform to NASW'S Professional Standards and Code of Ethics.

As integral members of the school staff, school social workers shall conform to standards that are set by the school board and administrators for all school personnel. The concern is that there be no constraints that would prevent social workers from meeting their own profession's standards. In the event that some incompatability arises between the two sets of expectations, social workers shall conform to NASW standards in matters of

professional ethics and in responsibilities of advocacy for pupils.

STANDARD 11: A School System's Classification and Salary Schedule Shall Include Provision for Social Workers' Positions and Salaries at a Level Appropriate to Their Education, Experience, and Responsibilities. Classifications and Salaries Shall be Formulated by Procedures Consistent with Those of Other Professional School Personnel.

Social workers shall be paid within an administrative salary schedule when their education, experience and responsibilities warrant it. Procedures used in setting social work salaries must be fair and responsive to the particular level of education, experience and responsibilities of the social work staff.

STANDARD 12: The School Shall Provide a Work Setting that Permits Social Workers to use Their Competence as Effectively as Possible, e.g., an Office with Telephone, Secretarial Help, and Adequate Facilities in the Schools for Meeting (Individually and in Small Groups) with Pupils, Parents, and School Personnel.

Social workers in schools need these basic work resources in order to assure privacy and confidentiality to pupils and parents and to reach optimal effectiveness in their work.

STANDARD 13: The School System Shall Provide Opportunities for Social Work Staff to Engage in a Program of Social Work In-Service Training and Staff Development.

Staff development opportunities are particularly important for social workers in schools whose work situations require a considerable degree of self-regulated practice. Opportunity for staff development both within and outside the school setting can be offered in a variety of ways, including staff workshops with leaders from social work and related disciplines, a reasonable number of days off to attend meetings that offer a means of extending skills and learning new ones, and leaves for continuing education.

STANDARD 14: Social Work Staffing Patterns and Assignments Shall Reflect an Assessment of the Characteristics of the Pupil Population, an Identification of Target Groups for Intervention, and an Appraisal of the Individual Social Worker's Level of Competence and Particular Expertise.

A school system's population of pupils and parents may have widely varying characteristics and needs in relation to the educational process. Seldom if ever is there a sufficient number of social workers in a school system for all referrals to be served adequately. The needs of some groups of pupils must be given priority over others, and the taking on of problem situations for intervention must reflect these priorities. If compliance with this standard means that social work services will not be distributed entirely equally among all the schools in a district, social workers need to consult with school administrators to interpret the rationale for proposed staffing plans and to obtain advice and support for the distribution of personnel. Ultimately, a school social work staff must assume responsibility for defining priorities in its service-giving.

III. STANDARDS FOR PROFESSIONAL PRACTICE

STANDARD 15: Social Workers in Schools Shall be Members of Interdisciplinary Teams and as Team Members Shall be Given Opportunities to Extend their Competence and to Serve as Team Leaders in Appropriate Problem Situations.

School problems that require the intervention of pupil specialists are varied and often complex, calling for a composite of disciplinary approaches and skills. Teams can devote a fuller array of expertise to problems, can speak with more authority than can a single staff member, and can more effectively intervene at a number of stress points. Different problem situations often call for different leadership styles and knowledge on the part of the team leader.

STANDARD 16: The Goals, Objectives, and Tasks of a School Social Work Program Shall be Clearly and Directly Related to the Purposes of the School, the Educational Process, and the use of Educational Opportunities by Pupils.

The tasks performed and problems addressed by social workers in schools often overlap with those of social workers in community-based agencies. Nevertheless, school social workers must avoid taking on problem situations that are most appropriate to services existing elsewhere in the community. There will, of course, be crises or pressures on pupils that are not school related and, in some of these, school social workers will find it necessary to give help until an appropriate community service can become available. But the school social work program can not be an all-purpose children and family service or a community mental health service; and even when needed services do not exist in the community, the school social worker is best advised to collaborate with community representatives in the planning and development of new services. Problem situations most appropriate for intervention by school social workers are those related to pupils' learning opportunities, academic achievement and social functioning, and the need for change in the interaction of school, community, and pupil characteristics.

STANDARD 17: All School Social Work Programs, New or Long Standing, Shall be Evaluated on an Ongoing Basis to Determine their Relevance, Effectiveness, Efficiency, and Contribution to the Process of Public School Education.

Through ongoing program evaluation the social work staff demonstrates its accountability to the school population served, the system of public school education, the public, and the standards and ethics of the social work profession.

The method used in program evaluation shall be reassessed periodically. Whenever indicated, consultation shall be sought to improve the setting of objectives related to pupil problems, the identification of appropriate tasks to be performed to meet those objectives, and the measuring of outcomes of the service.

Staff reporting forms and other forms of record keeping shall be reviewed periodically to be sure they are consonant with the job to be done. The social worker must establish a clear and rational basis for choice of approach, and must know to what extent that approach has been tested by research. Models of school social work practice should be developmental, not static.

STANDARD 18: The Social Work Staff Shall Strive to Contribute to In-Service Training Programs for Teachers and Other School Personnel and to the Education of Professional Social Work Students.

Assistance in the education of professional social work students may be provided through the supervision of students in field work experiences in the school setting and the provision of other appropriate learning experiences for social work students in relation to social work practice in schools.

School social workers should collaborate with persons responsible for teacher in-service training and school staff meetings to ensure that attention is given to the interaction among social, emotional, and environmental factors in learning problems, the characteristics and needs of target groups of pupils and their parents, the attitudes and resources of the community, and functions of the supportive services.

STANDARD 19: Social Workers Shall Assume Responsibility for Their Own Continued Learning and Shall Foster Among Themselves a Readiness to Adapt to Change.

Social workers may extend their knowledge and skills in a variety of ways, e.g., by participating in the staff's program evaluation as well as by conscious and on-going self-evaluation; by attending staff development seminars or workshops and professional meetings and conferences; by professional reading, including major social work journals and journals of related disciplines, books, and other relevant literature.

By deliberately cultivating within themselves the capacity to adapt to change, social workers can increase their sensitivity to new ideas and demonstrated innovations in practice.

STANDARD 20: School Social Workers Shall Organize Their Time, Energies, and Workloads in Order to Meet Responsibilities and Complete Assignments With Due Consideration of Priorities Among Their Various Responsibilities.

Since most school systems have insufficient social work staff to fully meet pupil needs, it is essential that available social workers manage their work in an efficient and effective manner.

STANDARD 21: School Social Workers Shall Keep Records, Including Reports of Accurate and Meaningful Statistics, as Needed for the Management, Evaluation, and Planning of the School Social Work Program.

The utilization of records and statistics is one way for social workers to demonstrate their accountability to school administration and the community. Therefore it is necessary for social workers to quantify and analyze their activities. Moreover, a study of program statistics and activity reports can lead to revisions in school social work practice to ensure the best possible use of time.

STANDARD 22: School Social Workers Shall be Responsible for Identifying Individual Pupils and Target Pupil Populations in Need of Social Work Services. This

Identification Shall Come About Through a Process of Needs Assessment That Includes Planned Consultation With School System Personnel, Community Representatives, and Pupils and Their Parents.

Assessment includes a study of psycho-social factors that interfere with children's adjustment to school, and a study of the interaction of pupil characteristics with school and community conditions. More specifically, this means assessing:

1. personal characteristics, developmental health and family history, attitudes and behavior of the child who has been referred;
2. interpersonal problems within the family or peer group;
3. reports on the child's problem by teachers or other pupil specialists;
4. institutional factors that may affect children's behaviors;
5. the type of organizational structure and relationship between school board, school administration and community;
6. group patterns of pupil achievement and adjustment at critical points of stress in the pupil life cycle;
7. existing community resources for children and young persons;
8. formal and informal school policies;
9. problems and stresses in the educational process as perceived by school system personnel, community representatives, parents and pupils.

STANDARD 23: **Social Workers in Schools Shall Develop and Refine Their Skills in all the Methods of Social Work Intervention**

A special aspect of school social work practice is the variety of problem situations that require social work services and the necessity to avoid reliance upon only one method of intervention. School social work competence requires versatility a range of skills as well as depth in application of some skills.

STANDARD 24: **Following a Needs Assessment, the School Social Worker Shall Develop and Implement**

a Plan of Intervention, and When the Most Appropriate Intervention is not Available, Shall be Capable of Developing an Alternative Plan Based on Available Resources.

Given the limited resources in pupil services in many schools and the similar limitation in social services in communities, the principles of "least detrimental available alternative" and "least restrictive environment" often must be applied.

STANDARD 25: Where Inadequacies in Resources and Services Exist, the School Social Worker Shall Document These Problems, Call Them to the Attention of Appropriate Persons Within the School System or the Community, and Promote Appropriate Action Among Other Professionals and Citizens to Improve Services.

Implementing this standard will require the school social worker to initiate action by a variety of activities – interviewing, seeking and providing consultation, attending conferences, committee work, preparing reports, acting as advocate, collaborating with all interested groups or persons.

STANDARD 26: School Social Workers Shall Understand the Nature of Consultation and Shall be Capable of Conferring in a Range of Situations Relating to School and Community and Shall be Able to Judge Their Need for Consultation from Appropriate Sources.

Inherent in this standard is the recognition that social workers will frequently require consultation on a variety of matters ranging from the provision of direct service to an individual pupil to the planning of new programs. Examples include but are not restricted to the following:

1. conferring with school personnel regarding the interaction of pupil characteristics and school policies and practices;
2. conferring and collaborating with community representatives to identify effects of interacting school-community-pupil characteristics and to develop resources to meet needs of a child or target group;
3. conferring with school personnel about home, neighborhood, and community conditions affect-

ing pupil welfare;

4. conferring with teachers about pupils' life situations;
5. conferring and collaborating with community agencies in the development of alternative education programs;
6. conferring with teachers about recurrent types of crises;
7. conferring and collaborating in community planning for crisis intervention services;
8. conferring and collaborating with school personnel to develop opportunities for handicapped pupils, avenues for pupils' pursuit of life goals, equality of the sexes, and respect for cultural differences.

STANDARD 27: Direct Service to Pupils and Parents Shall be Provided in a Way that is Compatible With the Culture of the Child and Parents and That Supports and Enhances Parental Interest in a Child's School Life.

Subtle yet formidable barriers can be placed in the way of pupils and parents who need and even may have been encouraged to use social services. A high degree of self-questioning and systematic scrutiny of procedures and practices is needed on the part of professionals to eliminate unintended obstacles to the use of school social work services. School social workers must increase their readiness for positive perception and reinforcement of cultural strengths in relation to children's school life.

STANDARD 28: School Social Work Services Shall be Extended to Pupils in Ways that Build on Their Individual Strengths and that Offer them Maximum Opportunity to Participate in the Planning and Direction of Their own Learning.

Social workers in schools must resist any tendency to place children and young persons in predetermined slots or to reinforce in other ways the negative aspects of the public school's recognized "sorting and distributing" function. Social workers should consider the individual characteristics of a child in arriving at a plan of action and also consider the capacity of even young children to tell us about themselves, to make choices, and to take on and integrate a readiness for directing their own learning.

STANDARD 29: School Social Workers Shall Keep Parents of School Children Aware of the Community's Resources, and Shall Help Pupils and Parents to Negotiate These as Independently as Possible. When in the Judgment of the Social Worker the Pupil or Parent is Unable to Act Independently, the Social Worker Shall Seek Appropriate Intervention on the Pupil's or Family's Behalf.

This standard is based on the principle of helping clients function as independently and with as much self-reliance as possible. Only when persons are unable to function at this level should the social worker act on behalf of the pupil or parents. It must be kept in mind, however, that in the fragmented network of the social service system in many communities, some school parents and pupils will need direction and support in becoming "connected to" social services in the community. It is particularly appropriate to identify and confer with individuals who function as central figures in their neighborhoods in order to develop the natural helping networks that can complement the formal services of the school and community agencies.

STANDARD 30: School Social Workers Shall be Knowledgable About Sociolegal Aspects of School-Pupil Practices and Shall in a Variety of Situations Expect to Act Effectively as a Child's Advocate.

School social workers cannot depend exclusively on their personal commitment to the rights of pupils; they also must keep informed about court decisions and sociolegal issues in the forefront of policy debate, and must extend the specific skills required for child advocacy. Examples of problem areas where extended knowledge and skills are needed include the high rate of suspensions and expulsions among minority pupils and related court-ordered procedures; the rights of parents and pupils to access and privacy in relation to pupil records; the vulnerability of certain groups of children to exclusion from school enrollment; the unsettled issue of corporal punishment and feasible alternatives to this practice; the needs of handicapped children and their right to appropriate education in the least restrictive environment.

STANDARD 31: School Social Workers Shall Help School Administrators Maintain an Accurate Perception of Appropriate Social Work Tasks and Components of Service.

In an era of attention to training and employment for the "human services" there is some danger that the unique and appropriate functions of any one discipline among the pupil specialists may become blurred. Examples of such risks include those that arise from social workers' assuming routine attendance enforcement duties (although irregular school attendance, absenteeism, and truancy are conditions found in many problem situations that social workers must address) or from an expectation that school social workers will intervene in all crises in certain classrooms or school buildings. School social workers must remain clear about the overall goals, objectives, and tasks of their particular pupil speciality and successfully interpret these to school personnel so that their primary professional activities and competencies are maintained.

STANDARD 32: Social Workers in Schools Should Enroll as Members of NASW and Other Appropriate Professional Organizations and be Active Participants.

This standard is based on the belief that social workers have a responsibility to support and serve their professional associations as a way to promote the aims and objectives of the social work profession. Membership in local, state and national professional organizations provides an opportunity to interpret social work service in schools, enlist support in lobbying for new legislation and funding, receive a share of attention in important conferences and policy deliberations, extend one's own professional growth, participate in social action, and in other ways strengthen the human services.

The following taxonomy of tasks was prepared by:

Lela B. Costin, School of Social Work, University of Illinois at Urbana-Champaign

Florence Engelhardt, Arizona State University School of Social Service

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This taxonomy of tasks grew out of consultation provided by the three persons named above to the staff of the RMC Research Corporation in relation to a project on the evaluation and reporting of non-institutional services provided under ESEA, Title I, July 1, 1976.

TAXONOMY OF TASKS
SOCIAL WORK SERVICES IN SCHOOLS

SERVICES TO PUPIL AND/OR PARENTS	WORK WITH SCHOOL PERSONNEL	SCHOOL-COMMUNITY RELATIONS
Remedial Individual or group counseling with pupil and/or parents regarding child's special educational problems and potential, school resources, and child's progress through the various levels of the educational system. Casework or groupwork services to parents to enable them to channel their concerns to other school personnel about their child's school experiences. Casework/groupwork services to pupils and/or parents to enhance the pupil's educational progress. Providing information about and facilitating use of resources for meeting clothing, nutritional, housing and health needs. Help parents and/or pupils identify and find ways to overcome barriers to school attendance, achievement and social functioning. Positive outreach to parents to promote and sustain pupil attendance. Referral to appropriate community resources for social and mental health services. Set objectives, monitor progress, and measure outcomes of service.	**Remedial** Consult with school personnel regarding interacting pupil characteristics and school policies, practices, and structure. Participate in staffings related to pupil's social development and educational and social progress. Participate in development of alternative educational programs. Consult with school personnel about home, neighborhood, and community conditions affecting pupil welfare. Provide information to facilitate appropriate referrals to community resources. Aid school personnel to identify and overcome school-based barriers to pupil attendance. Contribute to modifications in and development of school policies related to attendance. Set objectives, monitor progress, and measure outcomes of service.	**Remedial** Identify children or target groups of children needing alternative educational planning or programs and support services. Consult and collaborate with community representatives to identify effects of interacting school-community-pupil characteristics, and develop resources to meet needs of child or target group. Collaborate with community agencies in the development of alternative education programs and support services. Clarify and interpret specific roles and responsibilities of the community in promoting school attendance. Set objectives, monitor progress, and measure outcomes of service.

Crisis Resolution Reduce the tension of pupil and parents in crisis by assessing the situation, providing understanding and support, and offering alternatives for action. Make referrals to existing community resources and assist in their effective use. Set objectives, monitor progress, and measure outcomes of service.	**Crisis Resolution** Aid in developing standard procedures to handle crises and promulgate these among personnel. Provide inservice training on dealing with crisis. Help with crisis when standard procedures break down. Consult with teachers about recurrent types of crisis. Set objectives, monitor progress, and measure outcomes of service.	**Crisis Resolution** Collaborate in community planning for crisis intervention services, e.g., drugs, rape, abuse and neglect, suicide, runaways, family violence, etc. Set objectives, monitor progress, and measure outcomes of service.
Developmental Positive outreach to parents and pupils in target population to facilitate pupils' constructive use of educational opportunities. Work with pupils individually or in groups to promote the identification of life goals, equality of the sexes, and respect for cultural differences. Help parents recognize the exceptional characteristics of their children and facilitate their use of the full range of social, educational, and recreational services in the community. Re-enforce the strengths of individuals by rewarding their positive contributions to others. Set objectives, monitor progress, and measure outcomes of service.	**Developmental** Collaborate with school personnel to develop avenues for pupils' pursuit of life goals, equality of the sexes and respect for cultural differences. Consult with teachers about pupils' life situations. Offer ongoing inservice training (basic needs of children, classroom relationships, family systems, conflicting values, alternative management techniques to deal with disruptive or withdrawn behavior, and ways to maximize the child's potential). Collaborate with school personnel to develop additions to the curriculum in the areas of mental health, social welfare, family life education, etc. Consult with school personnel about modifying school structure, policies and programs. Set objectives, monitor progress, and measure outcomes of service.	**Developmental** Aid in identification of child or target group of children needing preventive social services. Aid in development of preventive social services to meet needs of child or target group. Aid in collaborative planning to provide full range of services to target group. Set objectives, monitor progress, and measure outcomes of service.

CODE OF ETHICS

(Adopted by the Delegate Assembly of the National Association of Social Workers, October 13, 1960, and amended April 11, 1967.)

Social work is based on humanitarian, democratic ideals. Professional social workers are dedicated to service for the welfare of mankind, to the disciplined use of a recognized body of knowledge about human beings and their interactions, and to the marshaling of community resources to promote the well-being of all without discrimination.

Social work practice is a public trust that requires of its practitioners integrity, compassion, belief in the dignity and worth of human beings, respect for individual differences, a commitment to service, and a dedication to truth. It requires mastery of a body of knowledge and skill gained through professional education and experience. It requires also recognition of the limitations of present knowledge and skill and of the services we are now equipped to give. The end sought is the performance of a service with integrity and competence.

Each member of the profession carries responsibility to maintain and improve social work service; constantly to examine, use, and increase the knowledge on which practice and social policy are based; and to develop further the philosophy and skills of the profession.

This Code of Ethics embodies certain standards of behavior for the social worker in his professional relationships with those he serves, with his colleagues, with his employing agency, with other professions, and with the community. In abiding by it, the social worker views his obligations in as wide a context as the situation requires, takes all the principles into consideration, and chooses a course of action consistent with the code's spirit and intent.

As a member of the National Association of Social Workers I commit myself to conduct my professional relationships in accord with the code and subscribe to the following statements:

- I regard as my primary obligation the welfare of the individual or group served, which includes action for improving social conditions.
- I will not discriminate because of race, color, religion, age, sex, or national ancestry and in my job capacity will work to prevent and eliminate such discrimination in rendering service, in work assignments, and in employment practices.
- I give precedence to my professional responsibility over my personal interests.
- I hold myself responsible for the quality and extent of the service I perform.
- I respect the privacy of the people I serve.
- I use in a responsible manner information gained in professional relationships.
- I treat with respect the findings, views, and actions of colleagues and use appropriate channels to express judgment on these matters.
- I practice social work within the recognized knowledge and competence of the profession.
- I recognize my professional responsibility to add my ideas and findings to the body of social work knowledge and practice.
- I accept responsibility to help protect the community against unethical practice by any individuals or organizations engaged in social welfare activities.
- I stand ready to give appropriate professional service in public emergencies.
- I distinguish clearly, in public, between my statements and actions as an individual and as a representative of an organization.
- I support the principle that professional practice requires professional education.
- I accept responsibility for working toward the creation and maintenance of conditions within agencies that enable social workers to conduct themselves in keeping with this code.
- I contribute my knowledge, skills, and support to programs of human welfare.

About NASW

The National Association of Social Workers, (NASW) is the largest organization of professional social workers in the world. Its 78,000 members belong to 55 chapters in the fifty states, New York City, Puerto Rico and Europe. Founded in 1955 from a merger of seven predecessor social work organizations, including the National Association of School Social Workers, NASW's primary functions include professional development, establishing professional standards of social work practice, advancing sound social policies, and membership services. Membership in NASW is open to all professional social workers. NASW is committed to the goal of eradication of racism and poverty from our society. For further information, write NASW, 1425 H Street, N.W., Washington, D.C. 20005.

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